

5440-40 English as a Second Language (ESL)

The holder is authorized to provide instruction in English language development to English Language Learners (ELL's) and to support the learning of ELL students in all content areas through collaboration with teachers, administrators, and parents. The holder is authorized to teach grades PK-6, 7-12, or PK-12, as specified on the endorsement.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:

Demonstrates knowledge of the field of English as a second language, including language learning processes, teaching skills, and program planning processes and issues as follows:

Linguistics/Language Acquisition: The linguistic structures of the English language (phonology, morphology, syntax, lexicon and discourse) and their relationship to academic language and content learning; current theories of first and second language acquisition across different age and developmental levels and diverse cultural groups; theories of literacy development and the relationship of oral language development to reading and writing development; sociolinguistic competence; distinctions between language learning issues and learning disabilities

Linguistic/Cultural Diversity: How culture and the acculturation process impact students' perceptions, learning styles, and affective needs; the history and contributions of various cultural and ethnic groups in the U.S.; the origins and nature of cultural bias and stereotyping

Assessment: Appropriate procedures and processes for identification, screening, assessment, and monitoring of ELL students' English language proficiency and content area skills and progress

Methodology and Curriculum Development: A variety of instructional approaches, methods, and techniques for teaching the listening, speaking, reading, writing and cognitive skills (i.e., sociocultural skills, conversational English, academic language proficiency) that are required for meaningful participation in grade-level appropriate classes and adaptation to the American educational setting

Program Planning, Consultation, and Coordination: Federal and state legal requirements and guidelines relevant to the education of ELL students; the history, philosophy, and practice of various ESL program models

Performance Standards:

Implements an ESL curriculum that is based on current national professional standards¹, appropriately and accurately identifies students in need of ESL services, integrates the teaching of language learning and “academic” skills and content, and assists other staff in meeting the language learning and acculturation needs of ELL students within their classes and within the school, in order to maximize the learning opportunities of all ELL students. Specifically, the educator:

Linguistics/Language Acquisition:

Applies theories of first and second language acquisition to the design of developmentally appropriate curriculum and instruction for ELL students

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Linguistic/Cultural Diversity:

Works with other instructional staff to identify and address prejudice and cultural bias in teaching materials, school environments, or school practices

Takes active measures to involve linguistically and culturally diverse parents in their children's schooling.

Assessment:

Implements appropriate federal and state procedures for identification, screening, assessment, placement, and monitoring of ELL students' progress

Selects, administers, and interprets developmentally and culturally appropriate instruments and activities for regular assessment of students' English language proficiency and content area skills, and uses the results of these assessments to target ESL instruction for individual students

Follows appropriate procedures for using interpreters/translators to assess students' native language and content area skills

Methodology and Curriculum Development:

Selects and implements specific instructional approaches, methods, or techniques for teaching listening, speaking, reading, writing and cognitive skills that are appropriate to students' age and developmental levels, language proficiency levels, and cultural and experiential backgrounds

Selects or adapts instructional materials and curricula in order to integrate language learning objectives and strategies with content-area learning objectives

Uses grouping strategies (e.g., whole-class, individualized instruction, pair work, cooperative learning groups, and small-group instruction) appropriate to particular language learning instructional objectives

Program Planning, Consultation, and Coordination:

Provides guidance to classroom teachers on how to integrate ELL students socially and academically, how to adapt their instruction and materials to support language learning objectives, and how to assess their ELL students' content-area progress

Collaborates with other instructional staff, support staff, interpreters/translators, and parents to plan and implement educational programs for ELL students and to ensure that ELL students have full access to the school program

Additional Requirements:

A minimum of a practicum, or the equivalent, in English as a Second Language at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in English as a Second Language at **both** the PK-6 and 7-12 instructional levels is required.

¹. e.g., *ESL Standards for Pre-K – 12 Students* (1997, TESOL, Inc.)